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ABSTRACT

The guide is intended as a resource for California school district personnel who need to revise or establish criteria for hiring and training bilingual-crosscultural teacher aides. An introductory chapter documents the need for bilingual teachers and bilingual-crosscultural aides, hiring and training needs and provisions, and regulations concerning the school district's role in this process. A chapter of legal background information outlines the legal definition of a bilingual-crosscultural aide, school district administrative responsibilities, the qualifications and responsibilities of the aides as defined in various state codes, and program and staffing requirements for kindergarten through grade 6 and for grades 7 through 12, including specific information for each type of group or individual learning program. A review of related literature looks at the role of the teacher aide, training programs, effectiveness in role performance, the need for a theoretical base, and recommendations for action. A chapter covering the selection, hiring, and training of aides outlines minimum entry-level and long-range target qualifications and the process of establishing district criteria, and contains a checklist and procedural recommendations. Suggested role functions of the aide and areas where aide training may be needed within the curriculum are charted in a subsequent section, and a concluding chapter presents information about the training and financial assistance available to candidates wishing to pursue career-ladder teacher training opportunities. (MSE)

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Bilingual-Crosscultural Teacher Aides: A Resource Guide

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Preface

Bilingual-Crosscultural Teacher Aides: A Resource Guide was prepared by the Office of Bilingual Bicultural Education in the California State Department of Education, with the assistance of a resource committee and in consultation with various interested groups.

The guide is intended to be a resource for school district personnel who need to revise or establish criteria for hiring and training bilingual-crosscultural teacher aides. It includes legal requirements, a comprehensive review of the literature and district documents, suggested roles and training for aides, and a list of resources available for preservice and in-service training for aides.

The Department acknowledges the many individuals who contributed to the completion of this guide. Special appreciation is due to the resource committee members who assisted in delineating the role of the bilingual aide in the classroom. Contributors to the guide were Carlos Mejia, San Diego State University; George Mora, Durfee Elementary School, Pico Rivera; and Andrea Neves, Sonoma State University. Donaldo Thomann and Maria Ortiz of the Office of Bilingual Bicultural Education organized and directed the activities of the committee and provided overall guidance in writing the guide.

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Introduction

Meeting the need for credentialed bilingual-crosscultural teachers continues to be a major factor in the successful implementation of bilingual programs to serve limited-English-proficient (LEP) students in California. The need for training, assessing, and certifying bilingual personnel will exist as long as the number of LEP students continues to increase.

Need for Bilingual Teachers

As of January 1, 1983, the Commission for Teacher Credentialing (CTC) had issued 9,786 bilingual credentials and certificates in California. On the basis of the spring, 1981, language census data, the Office of Bilingual Bicultural Education of the California State Department of Education estimated a total need for between 16,616 and 19,424 bilingual teachers for kindergarten and grades one through twelve. Thus, if all 9,786 teachers with bilingual credentials were available for classroom assignments, they would meet approximately 53 percent of the staffing needs.

Since 1976 districts maintaining kindergartens and grades one through six have been allowed to request waivers for teachers who did not have bilingual credentials or certificates in order to staff bilingual classrooms. In 1982-83 the Department received waiver requests for 5,613 teachers. Teachers who have bilingual waiver authorizations must be assisted by bilingual-crosscultural teacher aides.

Need for Bilingual-Crosscultural Aides

The number of bilingual-crosscultural teacher aides employed to assist both monolingual English-speaking teachers on waiver and certificated bilingual-crosscultural teachers continues to grow. The increases are due to the shortage of bilingual teachers and the growing number of LEP students.

In the past five years, the number of bilingual-crosscultural aides hired has tripled. In 1977-78 the Department reported to the State Legislature that a total of 918 full-time-equivalent bilingual aides had been hired pursuant to provisions of the Bilingual Education acts of 1972 and 1976, and an additional 6,043 full-time-equivalent bilingual aides had been employed for other categorical aid programs.

A staffing census report (R-30 Language Census, Part 5) prepared in the spring of 1983 by the Department indicated that 5,183 bilingual aides were assigned to teachers on waiver, and 12,577 were assisting teachers in other bilingual programs. A total of 18,154 bilingual aides were employed in kindergartens and grades one through twelve.

Hiring and Training Needs

The hiring of teacher aides is the responsibility of the school districts, and each district establishes criteria based on its needs. Consequently, diversity exists regarding the minimum competencies required of aides and the diagnostic assessment instruments used to assess their skills.

The quality of training provided for teacher aides also varies throughout the state, and career ladder training opportunities differ from one district to another. In the past few years, California has had few financial assistance programs for bilingual aides who were pursuing bilingual credentials. In 1980-81 the state's Bilingual Teacher Corps (BTC) program funded approximately 1,150 aides who were studying at 35 college campuses. An unidentified number of aides also were enrolled in career ladder programs with grants from the state-funded Bilingual-Crosscultural Teacher Development Grant (BCTDG) (Assembly Bill 1329/76 and Assembly Bill 579/77) and ESEA, Title VII, training programs. The BTC and BCTDG programs have been consolidated under the Bilingual Teacher Grant Program (BTGP).

The number of aides receiving in-service training at district and school sites is difficult to estimate. The type of training being provided varies in quality and quantity. It seems to vary in accordance with the number of hours the aide is employed, district resources available for training, classroom assignments, and the primary language used by the aide. Department of Education reviews conducted in Title VII bilingual classrooms revealed that the in-service training being provided for aides is seldom based on training needs of either the aides or the students (*Bilingual Education Program Quality Review Instrument,* 1980). Few programs exist which have developmental long-range in-service training goals. Many of the in-service workshops are limited to one-day presentations of specific topics.

District Requirements

Regulations developed for the Bilingual Education Reform and Improvement Act of 1980 (Assembly Bill 507/80, Chapter 1339) require districts to establish criteria for the position of bilingual-crosscultural aide. The criteria must include as a minimum an assessment of the aide's (1) ability to understand, speak, read, and write English; (2) ability to understand, speak, read, and write the primary language of the LEP students to whom the aide is assigned; and (3) familiarity with the cultural heritage of the LEP students to whom the aide is assigned.

The requirements for the assessment of proficiencies of basic skills for aides are outlined in *Education Code* sections 45344.5 and 45361.5 as follows:

> Commencing on March 1, 1982, no person shall be initially assigned to assist in instruction as an instructional aide unless the person has demon-

strated proficiency in basic reading, writing, and mathematics skills up to or exceeding that required by the employing district for high school seniors under Section 51216. If the employing district is only an elementary school district, the aide shall demonstrate proficiency in basic reading, writing, and mathematics skills up to or exceeding that required for high school seniors under Section 51216 in the high school district which includes all or the largest portion of the elementary district.

A school district may charge aides, including prospective aides, taking the district's proficiency test, a fee to fund the costs incurred by the district in giving the test. This fee may be subject to negotiation between the district and the exclusive representative of instructional aides, but in no event shall the fee exceed seven dollars ($7).

The school district governing board, at a public meeting, may grant an exemption from this requirement to any person, for a period of one year, if the person is to be assigned as a bilingual-crosscultural aide and the governing board determines that there is no other person available to serve in the same capacity. Upon or prior to the expiration of the one-year period, the bilingual-crosscultural aide shall be required to take and pass the basic skills test required by this section. An aide who has not demonstrated his or her basic skills proficiency through these means may not be compensated for work as a bilingual-crosscultural aide. Only one exemption may be granted from this requirement. The authority of district governing boards to grant these exemptions shall cease on June 30, 1985.

An instructional aide who passes a district proficiency test as required by this section [and] who transfers to another district and is employed in the same capacity, shall be considered to have met the proficiency standards for purposes of this section, unless the district to which he or she has transferred determines that the test taken by the aide is not comparable to the standards required by the employing district.

1/Legal Background

A bilingual-crosscultural teacher aide is defined in *Education Code* Section 52162 as one who is "fluent in both English and the primary language of the pupil or pupils of limited-English proficiency in a bilingual-bicultural program. Such aide shall be familiar with the cultural heritage of pupils of limited-English proficiency in the bilingual classes to which he or she is assigned."

Administrative Responsibilities

On June 11, 1982, the State Board of Education adopted regulations requiring districts to establish criteria for the position of bilingual-crosscultural teacher aide. The *California Administrative Code, Title 5, Education,* Section 4309, states that, "at a minimum, such criteria shall assure that each designated bilingual-crosscultural aide is able to understand, speak, read, and write English and the primary language of the pupils of limited English proficiency in the bilingual classes to which he or she is assigned and that such an aide is familiar with the cultural heritage of the pupils of limited English proficiency."

In accordance with *Education Code* Section 52170, districts must ensure that their teachers and aides receive the following training components:

1. Preservice training that will identify and improve knowledge levels of each teacher aide in teaching methodology, bilingual-crosscultural philosophy, and education
2. In-service training that is linked with an institution of higher education, to the maximum extent feasible (The district should establish liaison with a nearby institution of higher education and solicit help from that institution in order to upgrade continually the bilingual-crosscultural education program.)

In addition, all bilingual-crosscultural aides should have an opportunity to enroll in a career ladder program leading toward a single- or multiple-subject teaching credential.

School districts may use categorical funds for the purposes of hiring and training bilingual-crosscultural teachers and aides; however, district administrators must take steps to ensure that the aides hired under the provisions of a specific program will be working with stu-

dents that the program intends to serve (Title I, Migrant Education, Title VII, and so forth). Districts applying for these funds must ensure the State Department of Education that (1) the personnel hired assist but do not replace personnel funded by the district's general fund; and (2) the special in-service training programs are designed to enhance bilingual-crosscultural instructional skills of both teachers and aides employed in the bilingual programs. (*Education Code* sections 52165[b][1] and [3])

Qualifications and Responsibilities of Aides

The role of instructional aides is to assist teachers in ways determined to be useful in improving the quality of educational opportunities for students.

Neither the *California Administrative Code, Title 5, Education,* nor the *Education Code* delineates qualifications and responsibilities for the position of bilingual-crosscultural treacher aides. References are made in *Education Code* sections 45340 through 45367 to the positions of "instructional aides" and "teacher aides." School districts have been using the broad definition of bilingual aides found in the *California Administrative Code, Title 5, Education,* Section 4302, and in *Education Code* Section 52160 to define the qualifications and responsibilities for the position of bilingual-crosscultural teacher aide. Districts that need to develop criteria for the position of bilingual-crosscultural teacher aide should refer to *Education Code* sections 4534 through 45367 for additional guidance. Sections of the *Education Code* pertaining to the position of instructional aide and which help define qualifications and responsibilities assigned to bilingual-crosscultural teacher aides are as follows:

> ***Education Code Section 45341: Legislative intent.*** . . . It is the intent of the Legislature to authorize the employment of instructional aides in order that the classroom teachers and other certificated personnel may draw upon the services of such aides to assist them in ways determined to be useful in improving the quality of educational opportunities for pupils.
>
> ***Education Code Section 45342: Instrucational aide positions and titles.*** Instructional aides shall not be utilized to increase the number of pupils in relation to the number of classroom teachers in any school, any school district, or in the state. . . . All instructional aide positions in a school district shall be assigned the basic title of 'instructional aide" or other appropriate title designated by the governing board. To provide for differences in responsibilities and duties, additions to the basic title may be assigned such as "instructional aide I or II," "instructional aide—volunteer," or other appropriate title.
>
> ***Education Code Section 45343: Definitions.*** (a) . . . "Instructional aide" means a person employed to assist classroom teachers and other certificated personnel in the performance of their duties and in the supervision of pupils and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher.
>
> ***Education Code Section 45344: Duties and qualifications.*** (a) . . . An instructional aide shall perform only such duties as, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom teacher. These duties shall not include assignment of grades to pupils. An instructional aide need not perform such duties in the physical presence of the teacher but the teacher shall retain the responsibility for the instruction and supervision of the pupils in his [or her] charge. (b) Educational qualifications for instructional aides shall be prescribed by the school district employer and shall be appropriate to the responsibilities of the assigned.

Program and Staffing Requirements

Kindergarten and Grades One Through Six

(a) Basic Bilingual Education
(b) Bilingual Bicultural Education
(c) (1) (A) Innovative Bilingual Programs
(c) (1) (B) Planned Variation Programs

In schools with ten or more LEP pupils of the same primary language at the same grade level (kindergarten and grades one through six), students must be offered (a), (b), (c)(1)(A), or (c)(1)(B) type programs (*Education Code* Section 52165[a][1]).

Principal teachers who provide instruction in (a), (b), or (c) type programs must have bilingual-crosscultural credentials, bilingual certificates of competence, or be credentialed monolingual teachers on waiver (*Education Code* sections 52163[h], 52166, and 52178).

Bilingual-crosscultural teacher aides are not required when (a), (b), or (c) type programs are staffed with credentialed bilingual teachers. However, bilingual aides hired to assist bilingual teachers in said programs should meet district-established criteria for the position of bilingual-crosscultural teacher aides.

(f) Elementary Level Individual Learning Program (fewer than ten LEP students at a grade level)

In kindergarten and grades one through six, LEP students who are not enrolled in (a), (b), or (c) type programs are to be provided an (f) Elementary Level Individual Learning Program (*Education Code* Section 52165[c]).

Districts which receive any form of categorical aid funds to meet the needs of LEP students must certify to the State Board of Education that sufficient bilingual-crosscultural teachers and aides are available to implement the (f) type program (*Education Code* Section 52163).

Bilingual-crosscultural teacher aides are not required when sufficient bilingual credentialed teachers are available. However, bilingual aides hired to assist bilingual teachers with the (f) type program should meet district-established criteria for the position of bilingual-crosscultural teacher aides.

(f) Elementary Level Individual Learning Program (20 or more and 46 or more LEP students)

Where there are at least 20 LEP students with the same primary language in the school not enrolled in (a), (b), or (c) type programs, districts are to provide an additional full-time, certificated bilingual teacher to assist in the implementation of the (f) type programs. Where the number of LEP students is 46 or more, two such teachers are required.

Bilingual-crosscultural aides are not required where bilingual programs are fully staffed with credentialed bilingual teachers.

Principal teachers who help implement an (f) type program must have bilingual-crosscultural credentials or bilingual certificates of competence (*Education Code* sections 52163[h] and 52166).

Bilingual-crosscultural teacher aides are not required when (f) type programs are staffed with credentialed bilingual teachers. However, bilingual aides hired to assist bilingual teachers with the (f) type programs should meet district-established criteria for the position of bilingual-crosscultural teacher aide.

Team Teaching in Kindergarten and Grades One Through Six [(a), (b), (c), and (f) type programs]

Schools offering (a), (b), (c), and (f) type programs in kindergarten and grades one through six may use team teaching. Teachers who are not bilingual-crosscultural may team-teach with bilingual-crosscultural teachers provided that (1) the ratio is no more than one-to-one; (2) the bilingual-crosscultural teacher is responsible for providing primary language instruction to no more LEP students than the average class size at that grade level in the school; and (3) the LEP students so served are in consecutive grade levels (*California Administrative Code, Title 5, Education,* Section 4302).

At least one member of the team must have a bilingual-crosscultural credential or bilingual certificate of competence (*Education Code* sections 52163[h] and 52166). A bilingual-crosscultural aide is not to be considered a principal teacher in a team-teaching situation where (a), (b), (c), and (f) type programs are required.

Bilingual-crosscultural aides are not required when at least one member of the team has a bilingual credential. Bilingual aides hired to assist in team-teaching situations, however, should meet district-established criteria for the position of bilingual-crosscultural teacher aide.

Teacher Waivers in Kindergarten and Grades One Through Six *[(a), (b), (c), and (f) type programs]*

When certificated bilingual teachers are required for program options (a), (b), (c), or, under certain conditions, (f) and no such teachers are available, the school district may request a renewable two-year waiver from the State Board of Education for each teacher (*Education Code* Section 52178).

If a teacher is working with a bilingual waiver authorization, the district must certify to the State Board of Education that the teacher (1) is participating and making satisfactory progress in a training

program leading to a bilingual credential or a certificate of competence; and (2) is being assisted by a bilingual-crosscultural teacher aide (*Education Code* Section 52178 and the *California Administrative Code, Title 5, Education,* Section 4310).

Bilingual-crosscultural aides who are working with teachers with bilingual waiver authorizations must meet district-established criteria for the position of bilingual-crosscultural teacher aides (*California Administrative Code, Title 5, Education,* Section 4309[d]).

Grades Seven Through Twelve

(d) Secondary Level Language Learning Program
(e) Secondary Level Individual Learning Program

Secondary schools (grades seven through twelve) are required to provide either (d) or (e) type programs. The programs may be offered regardless of the number of LEP students enrolled (*Education Code* Section 52163[d], [e]).

The principal teacher in a (d) type program must be either a language development specialist (assisted by a bilingual-crosscultural aide) or a bilingual-crosscultural teacher (*Education Code* Section 52165[b] and *California Administrative Code, Title 5, Education,* Section 4309). Bilingual-crosscultural teacher aides who are hired to assist language development specialists with the (d) Secondary Level Language Learning Program must meet district-established criteria for the position of bilingual-crosscultural teacher aides.

Districts that receive any form of categorical aid funds to meet the needs of LEP students must certify to the State Board of Education that a sufficient number of bilingual-crosscultural teachers and aides are available to implement the (e) Secondary Level Individual Learning Program (*Education Code* Section 52166). Bilingual-crosscultural teacher aides who are hired to assist with the (e) type program must meet district-established criteria for the position of bilingual-crosscultural teacher aides.

2/Review of Related Literature

To define the roles and needed skills of bilingual aides is a difficult task because of the broad state legal guidelines regarding aides, the lack of a theoretical base for the use of differentiated staffing patterns in bilingual programs, and the limited research work conducted to review the role and the effectiveness of role performance of bilingual paraprofessionals. A review of the literature indicates the following general concerns regarding role functions and skills of bilingual aides:

- A need exists for increased communication among school administrators, classroom teachers, and paraprofessional staff regarding the expected role of the bilingual aide (Barba, 1973; Ortiz, 1978; Barron, 1980).
- Bilingual aides have expressed much interest in participating in in-service and preservice career ladder training programs (Barron, 1980; Jones and others, 1980; *Bilingual Education Program Quality Review Instrument,* 1980).
- Aides require focused in-service training and preservice training programs in the areas to which they are assigned and for which they are frequently unprepared (Jones and others, 1980; *Research and Analysis of Competencies Needed by the Bilingual Teacher Aide,* 1976; Morales, 1976; Ortiz, 1978).
- The main training needs of aides are in personal development in the primary language, classroom reading methodologies in both English and the primary language, second language acquisition methodologies, and basic theories and methodologies in bilingual education (Jones and others, 1980; *Research and Analysis of Competencies Needed by the Bilingual Teacher Aide,* 1976; *Bilingual Education Program Quality Review Instrument,* 1980).
- Bilingual aides continue to be assigned a disproportionate number of clerical tasks instead of tasks in which the aides can fully utilize their bilingual-crosscultural skills in the classroom (Morales, 1976).
- Bilingual-crosscultural skills of aides are best utilized when teachers and aides work and develop team-teaching situations (Barron, 1980; Intili, 1976; Cohen, 1979, 1980).

Role of the Teacher Aide

The specific functions the paraprofessional is expected to perform must be defined clearly. Differences have always existed among educators regarding the role of the instructional aide. For this reason, most studies have been conducted to look at the perceived role of the teacher aide.

Alma Barba was among the first researchers to conduct a study of the role of bilingual aides assigned to work with agricultural migrant students in New Mexico schools (Barba, 1973). Her study focused on the perceptions of school administrators, teachers, and aides concerning six functions of aides. She found congruency among the reference groups in their perceptions regarding the appropriateness of role functions and the frequency of role performance in the areas of bilingual and professional development functions. However, the reference groups disagreed significantly on their perceptions of the appropriateness and frequency of clerical and monitorial functions being performed by aides.

Frank Morales conducted a study to review the functions of bilingual teacher aides working in 20 school districts in northern California (Morales, 1976). One hundred aides were asked to complete a questionnaire. Of these, 75 aides were selected randomly for follow-up interviews. Interviews also were conducted with classroom teachers responsible for supervising the work of the aides. The study revealed the following:

1. The bilingual-bicultural skills of the bilingual aide were not being utilized fully by the teachers in the bilingual classrooms. Most duties performed by the aides in the sample were noninstructional and clerical in nature.
2. Preservice and in-service training programs were not provided to the bilingual teacher aides. The aides, however, expressed a strong interest in in-service training sessions that would be regularly scheduled and would be instructive and relevant in the areas of bilingual methods and instructional techniques.

In an analysis of 75 proposals for bilingual education programs, Flora Ortiz reported a pronounced lack of attention in the proposals to instructional components such as academic learning time, classroom management, teacher expectations and attitudes, pupil learning styles, and teacher-pupil interaction (Ortiz, 1980). As further background for her work, Ms. Ortiz conducted an observation of one bilingual education program. The results of her observations revealed that bilingual aides interacted almost entirely with bilingual students in Spanish, whereas classroom teachers interacted twice as frequently with English-speaking students. Other program reviews also revealed that the aides in this program were not sufficiently trained for the kind of academic learning time they spent with children in bilingual programs.

A similar study designed to look at the role of the bilingual-bicultural instructional aide as perceived by teachers, administrators, and instructional aides was conducted in 1978. Maria Ortiz administered a 150-item questionnaire to a sample of 124 instructional personnel in three school districts in northern California. A total of 69 questionnaires were returned by instructional aides, 43 by bilingual teachers, and 12 by school administrators. The questionnaire delineated 80 functions within five categories: (1) bilingual bicultural; (2)

Bilingual-crosscultural aides need and would like to be given duties that require the use of the primary language.

instructional; (3) professional development; (4) school-community liaison; and (5) clerical and monitorial.

The results of the study by Maria Ortiz underlined the differences in expectations for the functions of the bilingual-bicultural aide. Bilingual teachers, school administrators, and instructional aides had very different views regarding the role of the bilingual aide. There seemed to be a lack of communication among the groups involved with interviewing, hiring, training, and placing of bilingual aides. In addition, the majority of the aides involved in the study reported that they were not receiving the training they needed to perform assigned functions adequately.

A 1976 study conducted under the auspices of the Arizona Occupational Research Coordinating Unit of Phoenix, Arizona, resulted in similar findings. A total of 131 bilingual aides in Arizona were interviewed to determine the difficulty and frequency of their tasks. Structured interviews relating to the bilingual aides' responsibilities were also conducted with 40 bilingual aides and 40 monolingual English-speaking supervising teachers. Results indicated that bilingual teacher aides were unprepared to perform primary language instructional responsibilities. The instructional tasks which appeared among the most difficult for aides to perform were those where the aides had to use the primary language. The author recommended a list of competencies that could be taught in an interdisciplinary career-latticed, competency-based series of courses. Among the most important competencies to be developed were the four basic language skills of the aides' primary language, reading methodology in both English and the primary language, and basic theories and methodologies of bilingual education.

Jose Barron administered a questionnaire to determine the competencies, knowledge, and skills required by the bilingual teacher aides to perform effectively in the classroom (Barron, 1980). The sample consisted of 80 elementary teachers, school district and community college administrators, and teacher aides. The questionnaire was used as a self-assessment tool for the aides.

Dr. Barron concluded that the bilingual aides in the sample were aware that they required significantly more training than they were receiving. The instructional aides manifested a high level of motivation to expand their knowledge and background. The aides also showed an awareness of the need to work more as team members for the benefit of the class as a whole. Dr. Barron stressed the need for an increasing awareness of the role that the bilingual aide assumes in the instructional process. He also emphasized the importance of greater communication among school personnel in the determination of competencies required by the bilingual aide.

The Office of the Legislative Analyst of the California State Legislature contracted with Development Associates, Inc., to conduct a three-year study of the state's educational services to limited- and

non-English-speaking students (Jones and others, 1980). The goals of the study were to provide information on the relative effectiveness of different bilingual education approaches and to identify key program characteristics associated with successful programs. Staffing was one of the major areas investigated.

Interview questionnaires were administered to 231 bilingual aides. Background information on aides indicated that more than 50 percent of the aides interviewed had been employed in bilingual or ESL classrooms for three years or less. One quarter of those interviewed were in their first year as bilingual/ESL aides. Aides were less likely than teachers to have participated in specialized bilingual or ESL course work. Only 11 percent of the aides had more than nine credit hours in bilingual and ESL courses combined.

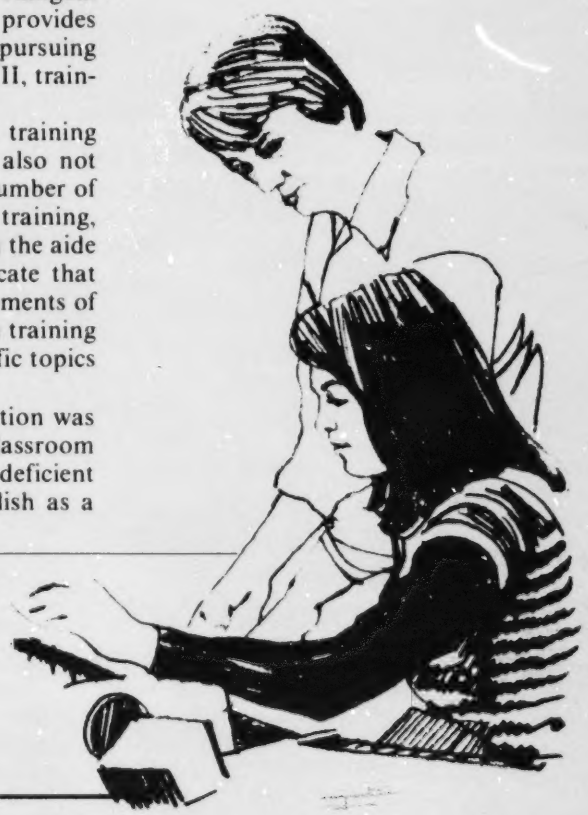
Information regarding in-service training for the aides in the sample was very vague. Forty-two percent of the 214 aides responding to the questionnaire had never attended in-service or staff development activities (Jones and others, 1980). The other aides reported that they had attended workshops occasionally, although they could not recall the specific topics of the workshops. Most of the 74 sites studied indicated that they had plans for in-service training; however, they did not specify competencies to be developed.

Training Programs

To determine the extent to which career ladder training opportunities are being provided for aides is difficult. Presently, only one state-funded program provides financial assistance for prospective bilingual teachers. The Bilingual Teacher Training Grant Program provides assistance to approximately 1,000 aides. A few aides also are pursuing bilingual credentials with grants from federal ESEA, Title VII, training programs.

The actual number of teacher aides receiving in-service training and the type of training being provided in the state are also not known. The type of training varies in accordance with the number of hours the aide is employed, district resources available for training, classroom assignments, and the primary language for which the aide is employed. Program reviews and studies conducted indicate that training being provided is seldom based on diagnostic assessments of training needs. Few programs have developmental in-service training programs. Most of the in-service workshops deal with specific topics and are short-term programs.

Jones and others (1980) concluded that the "aide preparation was so varied that it defied categorization. . . ." Results of classroom observations indicated that aides in many classrooms were deficient in two areas, teaching Spanish reading and teaching English as a



The type of training being provided for aides varies in quality and quantity.

second language. The study also documented professional communicative deficiencies in both English and the primary language.

The *Bilingual Education Program Quality Review Instrument* (1980) provides additional information on assessment and training needs of bilingual aides. A total of 185 aides in 21 schools were interviewed regarding training opportunities. The majority (111 aides) said they had received some type of training. Most of the training was provided in conference workshops. The aides expressed a great need for training in Spanish language development and Spanish reading. All aides interviewed were interested in being involved in some type of career ladder opportunity.

A training program for bilingual instructional aides was developed under the auspices of the Head Start agencies of Denver, Colorado (Valladolid-Cuaron, 1978). This training program consisted of four components: (1) program orientation; (2) culture; (3) language; and (4) integration. The program was competency-based to ensure mastery of bilingual concepts and techniques. Its purpose was to qualify the participant for an associate of arts degree in early childhood bilingual-bicultural education.

One training program for prospective bilingual aides consisted of six classes for parent volunteers, taught at a Head Start site near an East Los Angeles elementary school (Borland-Parten, 1977). The aim of the program was to train prospective instructional aides in child growth and development principles. Another aim of this training program was to help prepare bilingual aides to function as role models for pupils of Mexican-American descent.

The curriculum developed by Carroll Borland-Parten addressed the importance of early learning, the insights of Piaget and Erikson, and the value of play and language development as cognitive tools. An evaluation of the training program was conducted. Principals, teachers, and other participants were asked for input. Results of the evaluation indicated that the training program was effective. Principals and teachers particularly stressed the high rate of employability of graduates of the training program.

Another training program for bilingual aides was developed by the Merrimack Education Center of Chelmsford, Massachusetts (Zalk and others, 1975). The Merrimack training program involved the active participation of all paraprofessionals. The main purpose of the ten-week program was to provide bilingual aides with (1) a solid foundation in child development principles; and (2) a growing knowledge of the specific classroom duties of the paraprofessional. Throughout the instructional aide training, emphasis was placed on the need for the bilingual aide to serve as the bridge between the school and the people in the community.

Studies have shown that positive student academic and social growth occurs when aides are present in the classroom.

Effectiveness of Role Performance

Few studies have been conducted to evaluate the overall effectiveness of paraprofessionals in the classroom. Less has been done to address the effectiveness of bilingual instructional aides.

The studies identified in the following paragraphs involved the use of monolingual aides. The results are included here to help provide a basis for designing future studies regarding the effectiveness of the bilingual paraprofessional.

A series of studies conducted in the 1970s by Allen Gartner and Frank Reissman indicated that positive student academic and social growth occurred when aides were present in the classroom.

Teaming is essential to a reciprocally interdependent relationship.

One study indicated that the "better" students, as identified by the *California Test of Mental Maturity,* had higher teacher marks, test scores, fewer absences, and greater percentages of entry into the advanced courses than did students in the matched group. The researcher concluded that part of the results were attributed to the presence of aides in the classroom, because the teacher could spend more time on professional duties, and the student received more individual attention.

Similarly, a study of reading scores indicated that properly selected and sufficiently trained paraprofessionals were a positive asset to the educational process of children in public schools (Gartner, 1969). The *Metropolitan Reading Readiness Test* was given at five-month intervals to 234 children. Learning was 50 percent greater in kindergarten classes with an aide than where there was no aide.

In a later study (Gartner and Reissman, 1974), it was reiterated that the presence of bilingual teacher aides in the classroom helped improve overall academic achievement of students. The improvement was attributed to the following factors:

- Teachers had more time to teach students as well as more time to study new technology and innovative approaches to education.
- More individualized instruction and some subsequent decentralization of the classroom were evident.
- The children could relate to and work with another adult model in the classroom.
- A bridge between the middle-class teacher and the cultural or language minority child and parents was introduced.
- Aides provided instruction in a second language which most teachers were unable to do.

Similar results concerning an Indian Head Start program were reported by David Goldstein (1966). He concluded that low-income paraprofessionals had positive psychological effects when they acted as interpreters of the behavior of children and parents from their own social class. This researcher summarized his findings as follows: "... The background which aides bring to their job, their knowledge of the community and its people, the warm personal relationships with the parents, a new dedication and determination to succeed, and the ability to serve as a community bridge for the middle-class teacher are strengths that must be acknowledged."

Jones and others (1980) studied the degree of influence that the primary (L_1) and English (L_2) language proficiency of the teachers

and aides had on the academic achievement test scores of LEP students. The results of this study indicated the following:

- The teachers' English proficiency affected the students' English achievement subtest scores in reading and language; and the teachers' primary-language proficiency affected the Spanish reading subtest scores. For example, the teachers' English proficiency was a significant variable in the 1980 English achievement subtest scores for LES/NES students and accounted for 4.3 percent of the variance in reading, 5.2 percent of the variance in language, and 1.3 percent of the variance in mathematics.
- The English language fluency of the teacher aides did not seem to affect scores on the English achievement subtests.
- The Spanish fluency of teachers and aides was very high in all cases in the subsample, but the subsample was too small to make a reliable analysis of Spanish achievement scores.

The more fluent that teachers and aides are in the primary language of the LEP students, the more positive their attitudes toward the benefits that are achieved by the students who learn to read and write in the primary language.

The *Bilingual Education Program Quality Review Instrument* (1980) cites several principles found to be related to the implementation of bilingual programs. Factors related to teacher competencies and student outcomes are as follows:

- The ability of teachers to speak the primary language of minority language students is positively related to both primary-language development and second-language acquisition (Merino and others, 1979; Ramirez, 1978; Ramirez and Stromquist, 1979; Rodriguez, 1980).
- The teachers' knowledge of second-language acquisition and first-language development processes is positively related to English language acquisition and first-language development by language minority students (Ramirez, 1978; Ramirez and Stromquist, 1979; Rodriguez, 1980).

In another study the researchers found that the best predictor of a child's academic achievement seemed to be teachers' ratings rather than levels obtained from state-designated oral language proficiency instruments (Ulibarri and others, 1980). Data were not collected to determine what information teachers used to arrive at their ratings.

A follow-up study was conducted to investigate two related areas that were believed to influence teacher predictions: (1) teachers' language proficiency in English and the primary language; and (2) the relationship of teacher language proficiency to attitudes about first- and second-language instruction (Rivas, 1981). Forty teachers participated in the study. They were asked to self-rate their oral, reading, and language proficiencies in L_1 and L_2. Thirty-seven teachers responded to the questionnaire and rated themselves fluent in all categories in English. Three categories were used to rate the teachers' fluency in Spanish. The results were as follows: one-fourth were reported as non-Spanish speaking (NSS); over half were limited-Spanish speaking (LSS); and the rest were fluent-Spanish speaking (FSS). The results of the study showed a positive relationship between the teachers' language proficiencies and their attitudes toward first- and second-language instruction: the more fluent the teachers were in the primary language of the LEP students, the more positive their attitudes were toward the benefits that are achieved by the students who learn to read and write in their primary language.

Need for a Theoretical Base

A key feature of bilingual classrooms is their heterogeneity with respect to language, academic skills, and learning styles. Accompanying this heterogeneity in regard to the needs and characteristics of bilingual students is the need for more complex and sophisticated curricula. If the curricula are to provide different students with different learning experiences successfully, questions about the staffing conditions must be answered. To implement curricula of such complexity and sophistication, the bilingual teacher and the bilingual instructional aide must work interdependently. The question arises of how the complex curricula of bilingual classrooms can be managed effectively. Researchers in the area of organizational theory have some interesting implications for the relationships between the bilingual teacher and the bilingual aide working together in the bilingual classroom.

A review of the literature has indicated that, frequently, the bilingual aide is relegated to the performance of clerical or noninstructional tasks, leaving little opportunity to utilize her or his bilingual-bicultural background. In a classroom as complex as the typical bilingual classroom, such a limited perspective on the role of the instructional aide raises serious questions regarding the teacher's ability to implement effectively the complex bilingual curriculum, especially in instances in which the classroom teacher is monolingual English speaking.

Research conducted as part of the Environment for Teaching Program at Stanford University has shown that the classroom provides a good testing ground for certain propositions of organizational theory. Researchers in this program have tested hypotheses concerning work arrangement of staff and implementation of complex instruction (Intili, 1976; Cohen and others, 1979).

Instructional programs that are characterized by complex, highly differentiated curricula, individualization, and supportive supervision work best with staffing that is highly interdependent (Intili, 1976). This need for greater staff interdependence is especially crucial in classrooms that require nonroutine decision making. The bilingual classroom is such a classroom because it requires a large number of learning stations. In such a highly differentiated classroom, there must be a shift from teacher-directed authority to delegated authority. The delegated authority manifests itself in the learner being allowed to solve problems by using instructions and materials in her or his own way. The teacher's role then shifts from that of routine supervision to that of being a supportive supervisor. Having delegated authority for direction and facilitation of the task to the learner, the teacher can now function supportively by giving feedback to students on their work sheets, by posing questions, and so on.

The complexity of the highly differentiated classroom thus requires a change from a routine supervisory role on the part of the teacher to that of a supportive supervisory role. Similarly, the complex nature of the highly differentiated classroom suggests the need for "a reciprocally interdependent" working relationship between teacher and aide. Research has indicated that this is the working relationship that is most conducive to effective implementation of complex educational programs (Cohen and others, 1979). This means that teachers and aides should work as peers gathering information on problems, dis-

cussing them, and evaluating their solutions over a given period of time. Such a relationship will lead to a systematic approach to problem solving that is unlikely in the routine classroom where the aide is told what to do, where the teacher and aide interact only in hurried ad hoc conferences, and where the aides perform only clerical tasks.

In another study the author stated that there should be "a positive association between reciprocal interdependence and reflective decision making . . . between teacher-aide teams and successful implementation of the curriculum" (Cohen, 1980).

Recommendations for Action

A review of the literature indicates several concerns. The expected role functions of aides and the training being provided to aides must be delineated. Even though aides are prepared for their assigned duties, they want and need to be involved in ongoing training activities. They need to be part of a teacher-aide team and not be isolated within the bilingual classroom. Teaming is essential to a "reciprocally interdependent" working relationship.

The need for such a working relationship derives further support from research indicating that the bilingual aide is often strongly motivated to expand his or her background and work in a team relationship with the classroom teacher (Barron, 1980). Working in such a capacity necessitates skills not called for in a classroom where the aide performs only clerical duties. At the very least the aide who functions in the bilingual classroom in a team capacity should have preservice and continual in-service training in all those phases of the bilingual curriculum in which she or he participates. Because so much of the bilingual aide's time is spent interacting with bilingual students, the aide must have highly developed skills in both English and the target language of the LEP students.

Instructional programs that are characterized by complex, highly differentiated curricula, individualization, and supportive supervision work best with staffing that is highly interdependent.

In-service training programs for aides should be scheduled frequently to develop skills needed for the successful implementation of the bilingual curriculum. The training programs should develop, at a minimum, skills in the following areas: (1) personal literacy skills of aides in English and the target language of LEP students in the classroom; (2) knowledge of primary-language development and second-language acquisition; (3) understanding of classroom management skills; (4) culture and community study; (5) teaming and decision-making skills; (6) knowledge of the philosophy and purpose of bilingual programs and bilingual education practices; and (7) bilingual curriculum theory and training in content areas. Finally, a need exists to look at the role of instructional aides outside the classroom where there might be less supervision. This should include pullout situations in migrant education programs, learning centers, and language laboratories.

3/Selection, Hiring, and Training of Aides

This section includes suggestions on how to develop or improve procedures and documents for the establishment of criteria for the selection, hiring, and training of bilingual-crosscultural aides. Suggested qualifications are divided into minimum employment requirements and long-range training goals and objectives. In the latter, emphasis is placed on general knowledge and skills. The desired mastery of these can be achieved only through a systematic long-range district in-service training program as well as through participation in a career ladder program in an institution of higher learning. The recommendations provided are designed to give districts ideas to help establish and improve the entire area of district involvement with bilingual-crosscultural aides from recruitment to participation in their career ladder training.

A checklist of procedural recommendations to develop or update local criteria for hiring and training bilingual-crosscultural aides is given on page 17. The recommendations are consistent with legal and educational requirements and reflect what some California districts are doing.

Qualifications of Aides

The principal duty of the bilingual-crosscultural aide is to assist the teacher in the establishment and implementation of the teaching-learning cycle for LEP students. Under the supervision of a teacher, the aide performs complex or specialized paraprofessional work in the instruction and supervision of LEP students. Instruction for LEP students aims at both measurable academic skill improvements in all content areas and a smooth transition for students from different cultural heritages as they become participants in a new cultural setting. For this latter objective the aide becomes a valuable link between the school and the community and between the teacher and the student. To be able to fulfill these responsibilities, the bilingual-crosscultural aide should meet certain minimum qualifications.

Minimum Entry-Level Employment Qualifications

The bilingual-crosscultural aide should have the following general qualifications:

1. Possess a high school diploma or its equivalent.
2. Be willing to enroll in an accredited career-ladder program in a teacher-training program at a local institution of higher learning.
3. Demonstrate some understanding of the cultures represented in the classroom.

The bilingual-crosscultural aide should have the following language qualifications:

1. Be able to communicate orally in the student's primary language. To do this, the aide must know the correct grammatical structure and the vocabulary necessary for most practical and social topics.
2. Be able to read, in the primary language, standard newspaper items written for the general reader and regular school materials prepared in that language.
3. Be able to do simple translations and interpretations between English and the student's primary language.
4. Use and react correctly to basic nonverbal communication within the target cultural patterns.
5. Be able to communicate with and relate to the community.

Specific Long-Range Qualifications to Be Developed

The specific qualifications outlined below represent a high level of knowledge and skills to be attained. District administrators should not confuse the minimum entry-level requirements with these long-range training goals. The training program should help the aide to:

1. Acquire minimum knowledge of child-rearing practices and their effect upon children's learning styles.
2. Develop knowledge of child growth and development patterns for school-age children.
3. Learn how to develop a personal plan for professional development when informed of programs available locally.
4. Understand the conditions for employment and identify the legislation that provides funds for his or her position.

The bilingual-crosscultural aide will be able to develop the following skills:

1. Help identify the language proficiencies of students served by the bilingual program.
2. Assist the teacher in communicating with parents of identified LEP students regarding the bilingual program offered at the school.
3. Assist the teacher in planning lessons that include the basic requirements of an effective learning activity. These include preassessment, determination of objectives, direction, instruction, reinforcement, and evaluation.
4. Assist with the reading and writing program conducted in English or the primary language.
5. Assist with the oral language development program of LEP students, both in English and in the primary language.
6. Assist the classroom teacher in instructing students in the primary language.
7. Describe the procedures to be used in reinforcing teacher-directed activities when working with a small group of students.

8. Demonstrate and discuss three principal learning styles that meet the needs of LEP students.
9. Describe the use of audiovisual materials and psychomotor activities to reinforce learning.
10. Assess the dominant s economic backgrounds of identified students and provid with the assistance and support they need to partici essfully in classroom activities.
11. Work effectively un direct supervision of a teacher or principal in assistin, students with their instructional program.

Establishment of District Criteria

The resource committee that assisted in the development of this publication conducted a review of existing documents used for hiring bilingual-crosscultural aides. This review showed the importance of considering certain factors while establishing criteria for the position of bilingual-crosscultural aide. These factors are as follows:

- The district should establish minimum performance expectations in the use of English and the primary language, awareness of cultural factors, and knowledge of the most common educational practices.
- Language assessment should be oriented toward application-level items; i.e., vocabulary testing, per se, should be considered of secondary-level importance.
- Assessment instruments should include items in content areas, both in English and in the primary language.
- Personnel involved in the bilingual-crosscultural aide hiring process should be bilingual.
- Job descriptions should include minimum-entry requirements and the duties and responsibilities of the position.

Suggested Checklist and Procedural Recommendations

The district or site administrator has the general responsibility for overseeing the following tasks:

- Recruiting and interviewing bilingual-crosscultural aide candidates
- Assessing the candidates' linguistic and cultural proficiencies
- Hiring and placing selected applicants
- Providing preservice and in-service training for newly hired instructional aides
- Providing in-service training for teachers working with bilingual-crosscultural aides
- Informing bilingual aides about opportunities for career-ladder advancement and higher education
- Providing adequate time for teacher and aide to plan daily instruction together

The administrator should ensure that the application procedure for bilingual-crosscultural aides is formally developed and approved. The procedure must meet the following requirements:

- A written format is followed.
- The application process is approved by the district governing board.

- Job announcements are published.
- An evaluation process is established.
- Applicants are evaluated by qualified assessors.

Job Description

The description of the job must meet the following criteria:

- The job description conforms to all legal requirements (*Education Code* sections 45344.5, 45361.5, and 52163[i], and *California Administrative Code, Title 5, Education,* Section 4309).
- The job description is consistent with descriptions of comparable positions.
- Working relationships with teachers and other supervisors are established.
- Existing ties to and dependence on special funds are clarified.
- Sample duties are listed accurately in proportion to the time spent on instructional and support tasks in the classroom.
- Specific tasks requiring use of the primary (non-English) language are identified.
- The job plan includes a realistic amount of time to meet the instructional needs of identified students.

Assessment and Interview Process

The assessment and interview of candidates must meet the following requirements:

- The linguistic and cultural qualifications of the interviewer or assessor are identified in writing; for example, the assessor must have a bilingual-bicultural credential.
- The district's criteria for English fluency, primary language fluency, and cultural understanding are comparable with state and county recommendations and the requirements of other districts.
- The interview and assessment process includes an evaluation of the applicant's ability to work with students, teachers, and parents.
- The assessment and interview process includes an evaluation of the applicant's use of English and the primary language as well as the applicant's ability to work with people from majority and minority language groups.
- Assessment and proficiency instruments relate clearly to the skills listed in the job description.
- The assessment process includes an evaluation of the applicant's skills in using related instructional methods.
- The reliability of the assessment process is evaluated by an outside consultant; for example, a consultant from the State Department of Education or from the office of a county superintendent of schools or a professor from a school or department of education at an accredited university.

In-Service Training and Career Advancement

Personnel development and career advancement opportunities are provided as follows:

- Aides receive preservice and in-service information and training.

- Teachers receive in-service training in the techniques of working with bilingual-crosscultural aides.
- Administrators receive orientation on providing good working relationships between bilingual aides and the teachers and administrators.
- Site administrators review and evaluate how teachers work with their aides.
- The in-service training program for aides is based on an assessment of general and individual training needs, including language.
- Administrators have a written rationale for the topics to be covered in the in-service training program for aides, and it reflects both short- and long-term in-service needs.
- The design and goals of special projects are reviewed in the in-service training program.
- Aides are kept informed about the established evaluation process.
- Aides are trained in the operation of instructional equipment they will use.
- Aides receive information about career advancement training opportunities.
- When aides complete in-service training or courses of instruction related to their jobs, they are rewarded by pay scale advancement, release time for class attendance, and tuition reimbursement.

4/Role Functions and Training Component

This section includes outlines of suggested role functions and areas where training is needed for bilingual-crosscultural aides. The accompanying charts list the skills that aides need in their personal professional development and the skills they need to assist teachers in the instruction of LEP students. The areas outlined on charts 1 and 2 are those believed to have the greatest impact on the preparation of aides and consequently on the academic and social development of LEP students. The charts are designed to guide districts in developing realistic expectations, in establishing training programs, and in determining assignments for the aides.

Role Functions

The role of the bilingual-crosscultural aide has to be defined within the context of a team situation where the aide assists the teacher in implementing a bilingual instructional program. The aide is to supplement and complement the classroom instruction. In doing this, the aide can contribute toward the improvement of the classroom climate by:

- Helping students to develop language skills and to learn more about the culture of their community
- Assisting the teacher by reinforcing lessons that the teacher designs and implements
- Increasing home/school communication and participation
- Providing a community role model
- Establishing a link between the school, the community, and the student
- Assisting in the development and preparation of instructional material

Training Component

The training component outlines major areas of the bilingual curriculum. It encompasses a broad range of skills so that training programs can be designed for those aides who have highly developed

skills as well as those who are just beginning their work and training experiences. Aides could participate in in-service training or university studies. The scope of the training programs would be determined locally.

The training component is based on the following assumptions:

- Preservice and in-service training programs should be based on assessed program needs or on diagnostic profiles of the needs of the teacher, the student, and the aide.
- The role of the aide should be delineated in order to make proper classroom assignments and to design relevant training programs.
- Aides are very interested in participating in professional development activities and career-ladder programs.
- The aides' greatest training need is to develop literacy skills in the primary language because most of their difficulties are with assignments which require the use of the primary language.
- The bilingual skills that aides bring to the class have been overestimated. Aides need to develop subject matter vocabulary, primary-language and English literacy skills, and formal cultural and historical knowledge of target groups.
- Aides need to participate more in instructional activities or bilingual assignments where their bilingual skills can be fully utilized; therefore, they should be assigned fewer clerical and monitorial functions.
- The teacher and aide must be trained together in such a way that they can build and develop a bilingual teaching team.
- The longer an aide serves in the aide capacity, the greater will be the benefit derived from the training.

Chart 1

Personal Development Skills for Aides

Area	*Role*	*Training*
Primary Language and Cultural Development		
• Research indicates that aides need to develop literacy skills and vocabulary in subject matter in the primary language in order to assist teachers in bilingual classrooms.	• While assisting in instruction, the aide serves as a role model for LEP students in the primary language.	• Aides need to strengthen personal language skills to a level where they can assist with instruction in the content area. Aides also need to receive training in reading and writing skills in the primary language. Speaking and comprehension skills may also need to be developed further.
• Aides must be very knowledgeable about the culture and historical background of the target group.	• If the aide is of the same cultural and linguistic background as that of the LEP students, the aide serves as a liaison between the school and the community. The aide also plays a key role in helping the teacher understand the student's background as it affects his or her academic and social development.	• Aides need to receive formal training in cultural and historical perspectives of both the LEP and the fluent-English-proficient students. The training should enhance the development of more relevant curriculum and better community understanding.
English Language Development		
• Aides are required to demonstrate proficiency in basic reading, writing, and mathematic skills in English in order to be employed and paid as aides.	• While assisting in instruction, the aide serves as a role model for LEP students in English.	• Aides need to receive training in basic English language skills in reading, writing, and mathematics to assist with instruction in the content areas.

Chart 2

Instructional Skills for Aides

Area	*Role*	*Training*
Language and Literacy		
• Classroom observations and research studies reveal that aides need and want to be trained in the philosophy, teaching methods, and classroom management techniques of (1) oral language development in the primary language and English; (2) English as a second language (ESL); and (3) reading and writing in the primary language and English.	• The aide assists the classroom teacher with small-group instruction in oral language development activities for LEP students in the primary language.	• Aides need to receive training in areas of oral language development, both in the primary language and English; e.g., the role of oral language development in academic achievement, the use of school-established continua, and so forth.
	• The aide reinforces ESL lessons once they have been introduced by the teacher. The aide should not be solely responsible for the ESL program because (1) most aides are not adequately trained in the area; and (2) the primary language skills of aides would not be utilized effectively.	• Aides need to learn the basic concepts in primary-language and second-language acquisition theory and research. They also need to receive training in ESL lesson techniques and materials used to reinforce the ESL curriculum.
	• The aide assists the teacher with primary language reading and writing instruction for LEP students. The aide should not be solely responsible for developing, implementing, or directing either the primary language or English reading program.	• Aides need to receive training in reading and writing methodologies for both the primary language and English. The training should prepare the aides to assist teachers in diagnosis of LEP reading needs and instruction, to reinforce reading readiness activities, and to reinforce reading lessons. Aides also should be trained to assist teachers in preparing LEP students to move from their primary language to English in reading.
Identification and Assessment		
• The LEP students must be identified and placed in appropriate instructional programs. Aides often are required to assist the teacher in assessing the students' abilities.	• The aide assists school personnel with identification and assessment procedures for LEP students and communicates results to LEP parents. However, at no time should the aide be responsible for the administration of standardized testing and assessment instruments which require previous technical training and psychometric understanding of tests and measurements. The extent of assistance to be given by the aide should be guided by the directions in technical manuals, recommendations of the authors, and the required expertise of the examiners.	• Aides need to receive training on the purposes and procedures of all testing requirements in the bilingual program. They should be familiar with testing instruments and procedures and methods of interpreting test results. After such training, the aide should be able to use results in the individual student profiles to assist in the instructional program and, where appropriate, to assist school personnel in communicating results to parents.

Chart 2 (continued)

Area	*Role*	*Training*
Classroom Management • Classroom observations and results of teacher aide surveys indicate that aides spend most of their workday assisting small groups of LEP students. Aides are seldom responsible for whole classroom instruction. In most cases, aides work independently of the classroom teacher.	• The aide assists the teacher with routine classroom instructional activities and daily management of the bilingual classroom. The aide should share responsibilities with the teacher in the clerical and monitorial functions required to carry out instruction.	• Aides need to receive training in general classroom management techniques; e.g., motivation, discipline, reinforcement, modeling, lesson planning. and so forth. • The teacher and aide need to have scheduled time each day for planning and discussing classroom activities and student groupings for instruction.
Translation • Aides often are asked to translate school correspondence and curriculum materials and to do oral interpretation at meetings, parent conferences, and so forth. Current practice is to assign all aides at each school to do various kinds of translations. In most cases, aides are not trained to translate technical materials or to do oral interpretations at meetings and conferences where technical vocabulary is used in the discussion of LEP student education issues.	• The aide assists in contacting parents of LEP students regarding school-related activities. For effective communication the aide is expected to conduct business transactions in the primary language of the parents.	• The role of the aide can be enhanced if (1) adequate training is provided; and (2) specific aides are designated as the official translators for the various types of translations needed at the school. • The assigned aide needs to receive training in oral interpretation and written translation techniques. The aide usually translates at parent conferences and advisory committee meetings and develops school-home correspondence in the primary language. The training should enhance the aide's writing skills and technical vocabulary and help her or him to develop techniques for use in general school-home transactions.

5/Training Programs and Financial Assistance

This section presents information about the training and financial assistance available for candidates who wish to pursue career-ladder teacher training opportunities. The information is in four parts: (1) Bilingual Teacher Training Programs (Chart 3); (2) Financial Assistance (Chart 4); (3) General Financial Aid Options for Career-Ladder Programs (Chart 5); and (4) Bilingual Teacher Training Grant Programs (Chart 6).

Institutions with approved bilingual teacher training programs are listed by segments in Chart 3. The segments are (1) California state universities and colleges; (2) University of California campuses; (3) California independent colleges and universities; and (4) California community colleges.

The information on funding resources is separated into general financial assistance grants and loans and a separate listing of bilingual state and federal programs.

Chart 3

Bilingual Teacher Training Programs

1. California State Universities and Colleges*	*Bilingual program*			*Degrees*			*Bilingual credential*				*Special areas*						*Resources*			
Institution	Bilingual Teacher Grant Program	Title I Mini-Corps Migrant Teacher Training Project	Other	B.A., B.S.	M.A., M.S., M.Ed.	Ph.D., Ed.D.	Single-subject bilingual emphasis	Multiple-subject bilingual emphasis	Bilingual specialist	Certificate of competence assessment	Administration	Bilingual curriculum areas	Bilingual counseling	Bilingual early childhood	Bilingual special education	Bilingual vocational training	Bilingual resource library	Bilingual media centers	Bilingual counseling services	*Languages*
California State College, Bakersfield	X	X			X			X	X	X							X			Spanish
California State University, Chico					X			X	X											Spanish
California State University, Dominguez Hills	X				X			X	X	X										Spanish
California State University, Fresno	X	X		X				X	X			X			X		X		X	Spanish
California State University, Fullerton								X	X	X										Spanish
California State University, Hayward	X							X	X	X							X		X	Spanish
Humboldt State University			X	X	X			X												Hupa/Yur/Karok/ Tolowa
California State University, Long Beach	X			X	X		X	X	X		X					X				Spanish
California State University, Los Angeles	X				X			X	X	X					X		X		X	Spanish, Cantonese, Korean, Mandarin
California State University, Northridge	X	X	X	X	X		X	X	X			X	X				X		X	Spanish
California State Polytechnic University, Pomona	X			X	X			X	X	X							X			Spanish
California State University, Sacramento	X	X		X	X			X	X		X	X	X		X		X		X	**
California State College, San Bernardino	X	X		X	X			X	X											Spanish
San Diego State University	X			X	X	X	X	X	X	X							X			Spanish, Cantonese, Pilipino, Tagalog
San Francisco State University									X											Spanish, Cantonese

*For full description of programs, see *Bilingual Teacher Training Resource Guide*, 1982.
**Spanish, Cantonese, Portuguese, Japanese, and Native American.

Chart 3 (continued)

1. California State Universities and Colleges—Cont'd. *Institution*	*Bilingual program*			*Degrees*			*Bilingual credential*				*Special areas*						*Resources*			*Languages*
	Bilingual Teacher Grant Program	Title I Mini-Corps Migrant Teacher Training Project	Other	B.A., B.S.	M.A., M.S., M.Ed.	Ph.D., Ed.D.	Single-subject bilingual emphasis	Multiple-subject bilingual emphasis	Bilingual specialist	Certificate of competence assessment	Administration	Bilingual curriculum areas	Bilingual counseling	Bilingual early childhood	Bilingual special education	Bilingual vocational training	Bilingual resource library	Bilingual media centers	Bilingual counseling services	
San Jose State University	X	X	X	X	X			X	X						X					Spanish, Vietnamese
California Polytechnic State University, San Luis Obispo			X				X	X					X	X	X	X	X		X	Spanish
Sonoma State University	X	X		X	X			X	X								X			Spanish
California State College, Stanislaus	X	X		X				X									X			Spanish
California State University and Colleges Consortium										X										
2. University of California Campuses*																				
University of California, Berkeley**			X					X												Spanish, Cantonese
University of California, Davis			X					X	X											Spanish
University of California, Irvine			X				X	X	X											Spanish
University of California, Los Angeles			X		X		X	X				X								Spanish
University of California, Riverside			X					X												Spanish
University of California, San Diego	X			X	X			X									X	X		Spanish
University of California, Santa Barbara					X	X		X	X								X	X		Spanish
University of California, Santa Cruz	X							X									X			Spanish

*For full description of programs, see *Bilingual Teacher Training Resource Guide*, 1982.
**Berkeley program not in operation.

Chart 3 (continued)

3. California Independent Colleges and Universities*	Bilingual program			Degrees			Bilingual credential				Special areas						Resources			
Institution	Bilingual Teacher Grant Program	Title I Mini-Corps Migrant Teacher Training Project	Other	B.A., B.S.	M.A., M.S., M.Ed.	Ph.D., Ed.D.	Single-subject bilingual emphasis	Multiple-subject bilingual emphasis	Bilingual specialist	Certificate of competence assessment	Administration	Bilingual curriculum areas	Bilingual counseling	Bilingual early childhood	Bilingual special education	Bilingual vocational training	Bilingual resource library	Bilingual media centers	Bilingual counseling services	*Languages*
California Lutheran			X	X				X												Spanish
College of Notre Dame			X					X												Spanish
Fresno Pacific College	X			X				X		X									X	Spanish
Loyola Marymount University	X			X			X	X									X	X	X	Spanish
Mount Saint Mary's College			X						X											Spanish
Pepperdine University			X		X				X								X		X	Spanish
Stanford University						X														
University of La Verne								X	X				X		X		X	X	X	Spanish, American
University of San Diego			X	X	X				X								X			Spanish
University of San Francisco				X		X	X	X	X	X										Spanish, Cantonese, Japanese, Pilipino
University of Santa Clara				X					X											Spanish
University of Southern California					X	X		X	X			X				X			X	Spanish
University of the Pacific				X	X	X	X	X	X	X	X	X	X				X			Spanish, Cantonese, Pilipino

*For full description of programs, see *Bilingual Teacher Training Resource Guide*, 1982.

Chart 3 (continued)

4. California Community Colleges* *Institution*	*Articulation agreements with four-year institutions or universities*	A.A. Career Ladder Transfer Program	A.A. Paraprofessional Certificate	Bilingual Teacher Development Grant Program	*Number of hours/units* — *Areas of instruction* — Bilingual instructional techniques	Language proficiency	Cultural awareness	*Degree* — Units for major	Units for A.A. degree	*Special areas of training or services* — Bilingual vocational program	Early childhood training	Bilingual counseling services	Other	*Languages*
Allan Hancock College	California Polytechnic State Univ., San Luis Obispo; University of California, Santa Barbara	X	X	X	17	8	9	34	60		X	X		Spanish
Bakersfield College	California State University, Bakersfield	X	X	X	13	6	18	37	60					Spanish
Cerritos College	California State University, Fullerton; Los Angeles; Dominiguez Hills; and Long Beach	X	X	X	22	10	6	38	60			X	X	Spanish
Compton Community College	California State University, Fullerton; Dominiguez Hills; and Long Beach	X	X		10	8	9	27	60-64			X	X	Spanish
Contra Costa College	University of California, Berkeley**; San Jose State University	X	X	X	14	9	9	32	60					Spanish
Cypress College	California State University, Fullerton; Dominiguez Hills; and Long Beach	X	X	X	10	10	12	32	60			X		Spanish
DeAnza College	San Jose State University	X	X	X	14	15	16	45 ***	60-64			X		Spanish, Cantonese, Mandarin
East Los Angeles College	California State University, Los Angeles	X	X		8	10	12	30			X	X		Spanish
Fresno City College	California State University, Fresno	X	X		8	10	12	30				X		Spanish
Fullerton College	California State University, Fullerton; Dominguez Hills; and Long Beach	X	X		11	8	18	37	60					Spanish
Golden West College	California State University, Fullerton; Dominguez Hills; and Long Beach	X	X											Spanish
Hartnell Community College	San Jose State University	X	X	X	18	4	11	33	60		X	X		Spanish
Imperial Valley College	San Diego State University	X	X		15	7	6	28	60					Spanish
Indian Valley College	Sonoma State University	X	X		10	15	16	31	60				X	Spanish
Long Beach City College	California State University, Long Beach; Fullerton; and Dominguez Hills	X	X	X	9	13	12	34	60					Spanish
Los Angeles Mission College	California State University, Northridge; and Los Angeles	X	X	X	9	13	12	34	60	X		X	X	Spanish

*For full description of programs, see *Bilingual Teacher Training Resource Guide*, 1982.
**Although there is an articulation agreement with Berkeley, that program is not being offered.
***Options: Hispanic or Asian.

Chart 3 (continued)

4. California Community Colleges*—Cont'd. *Institution*	*Articulation agreements with four-year institutions or universities*	A.A. Career Ladder Transfer Program	A.A. Paraprofessional Certificate	Bilingual Teacher Development Grant Program	*Number of hours/units* — *Areas of instruction* — Bilingual instructional techniques	Language proficiency	Cultural awareness	*Degree* — Units for major	Units for A.A. degree	*Special areas of training or services* — Bilingual vocational program	Early childhood training	Bilingual counseling services	Other	*Languages*
Merced College	California State College, Stanislaus	X	X		14	8	15	37	60					Spanish
Modesto Junior College	California State College, Stanislaus	X	X	X	7	8	21	36	60	X		X	X	Spanish
Mt. San Antonio College	California State Polytechnic Univ., Pomona; and California State University, Fullerton; Los Angeles; and Long Beach	X	X	X	6	7	15	28	60		X	X		Spanish
Ohlone College**	California State University, Hayward; San Jose State University; University of California, Berkeley	X	X		14	12	10	36	90*		X	X		Spanish
Palomar College	San Diego State University	X	X	X	11	11	9	31	60	X		X	X	Spanish
Pasadena City College*	California State University, Los Angeles	X	X		9	10	9	28	60					Spanish
Porterville College	University of California, Santa Barbara	X	X		8	8	12	28	60					Spanish
Rio Hondo College	California State University, Fullerton; Dominguez Hills; and Los Angeles	X	X		15	6	9	34	60					Spanish
Sacramento City College	California State University, Sacramento	X	X		7	16	9	32	60			X		Spanish, Chinese, Japanese
San Diego City College	San Diego State University; University of California, Riverside	X	X	X	9	7	12	28	60			X		Spanish
San Joaquin Delta College	University of the Pacific; California State University, Sacramento; and California State College, Stanislaus	X	X		6	12	12	30	60					Spanish
San Jose City College	San Jose State University	X	X		14	8	11	33	60					Spanish
Santa Barbara City College	University of California, Santa Barbara	X	X		13	4	12	29	60					Spanish
Santa Monica College	California Polytechnic State Univ., San Luis Obispo; University of Southern California; California State University, Los Angeles	X	X		14	8	11	33	60	X	X	X	X	Spanish
Southwestern College	San Diego State University	X	X	X	16	4	6	26	60			X		Spanish
Ventura College	University of California, Santa Barbara; California State University, Northridge	X	X	X	9	12	9	30	60	X		X		Spanish

*For full description of programs, see *Bilingual Teacher Training Resource Guide*, 1982.
**Quarter system.

Chart 4

Financial Assistance

Financial aid

Financial aid is money, or the opportunity to earn money, which helps a student attend the college or university of his or her choice. Financial aid is available in the form of (1) grants; (2) employment; (3) loans; and (4) scholarships.

Financial need

Most federal and state financial assistance is offered on the basis of "financial need" and may include a combination of the various types of aid mentioned above. A student's "financial need" is the difference between what the college estimates it will cost to attend school and what the family is expected to contribute: *Budget Necessary to Attend School − Family Contribution = Need.*

Budget Necessary to Attend College

Each school determines the average cost of education from allowable expenses, including tuition and fees, books and supplies, room and board, transportation to and from school, and personal expenses such as clothing and entertainment. The budgets differ if the student lives on or off campus or if the student is single, married, or has children.

Family Contribution

Parents, spouse, and student are expected to contribute to the cost of education. Part of the amount expected is based on the information the student and family supply on the application for aid. The parental/spouse contribution takes into consideration the family income, assets, savings, size of family, number of family members attending college, and so forth. The student contribution is based on earnings, savings, and any other resources, such as welfare payments or Social Security and Veterans Administration benefits.

Need

The amount remaining after the family contribution and all other resources are subtracted from the budget is called the "need." This is the maximum amount of financial aid that may be offered in a financial aid package. The actual amount is based on the funds available.

Chart 5

General Financial Aid Options for Career Ladder Programs

Type of aid	*Amount available*	*Who may apply*	*How to apply*	*When to apply*	*Where to apply*
Pell Grant (formerly BEOG). This is a "foundation"-type grant upon which all other aid is built.	$120 to $1,670/year	Undergraduate students enrolled at least half time	Complete Student Aid Application for California (SAAC) or Federal Student Aid (FSA).	Preferably January to March prior to the academic year for which one is applying	Financial aid office of the local institution
Supplemental Education Opportunity Grant (SEOG). This program assists students with high financial need.	$200 to $2,000/year	Undergraduate students enrolled at least half time	Complete SAAC or other forms as required by school.	For top priority, January to March prior to the academic year for which one is applying (limited funds available)	Financial aid office of the local institution
Cal Grant A. This program covers tuition or fees for low- and middle-income students. It is based on financial need and grade point average.	$200 to $3,400/year	Undergraduate California residents enrolled at least half time *New:* Must not have completed more than six semesters or nine quarters of college *Renewal:* Prior recipients	Complete SAAC and Cal Grant supplement.	*New:* February *Renewal:* March	Financial aid office of the local institution
Cal Grant B. This program provides a living allowance for very low-income students.	New: $500 to $1,100/year	Undergraduate California residents enrolled at least half time *New:* First-time freshmen or students who have completed no more than one semester full-time study or 16 units of part-time study *Renewal:* Prior recipients	Complete SAAC and Cal Grant supplement.	*New:* February *Renewal:* March	Financial aid office of the local institution

*Actual student amount will vary at individual institutions.

Chart 5 (continued)

Type of aid	*Amount available*	*Who may apply*	*How to apply*	*When to apply*	*Where to apply*
Educational Opportunity Program (EOP). Grants are provided to disadvantaged students.	$250 to $1,700/year	Undergraduate California residents admitted to the school through EOP	Complete SAAC and other forms, as required by the school.	For priority, January to March prior to the academic year to which one is applying (limited funds available)	Financial aid office of the local institution
College Work-Study (CWS). This employment program provides students with regular income and valuable work experience.	Varies	Undergraduate and graduate students enrolled at least half time	Complete SAAC and other forms, as required by the school.	For top priority, January to March prior to the academic year for which one is applying (limited funds available)	Financial aid office of the local institution
National Direct Student Loan (NDSL). Loans at 5 percent interest are available for students who have financial need that cannot be met through grant aid.	Undergraduate cumulative maximum, $12,000	Undergraduate and graduate students enrolled at least half time	Complete SAAC and other forms, as required by the school.	For top priority, January to March prior to the academic year for which one is applying (limited funds available)	Financial aid office
Guaranteed Student Loan (GSL). Banks, savings and loan institutions, and credit unions are lenders of 9 percent interest loans for students from low- and middle-income families.	Undergraduate* cumulative maximum $12,500; yearly maximum = $2,500	Undergraduate and graduate students enrolled at least half time	Complete Guaranteed Student Loan application. A lender's supplemental application is sometimes required.	Year-round, depending on lender (3 to 4 months processing time)	Financial aid office and lender
Scholarships. Gift assistance is based on scholastic ability and/or financial need or other factors, as specified by donor.	Varies	Undergraduate and graduate students	Complete application and other forms, as required by donor.	Varies, depending on school donor (San Diego State University—February)	School scholarship office or financial aid office or directly to donor

*Graduate cumulative maximum = $25,000; yearly maximum = $5,000.

Chart 6

Bilingual Teacher Training Grant Program

Type of aid	*Amount available*	*Who may apply*	*How to apply*	*When to apply*	*Where to apply*
Bilingual Crosscultural Teacher Development Grant Program. A total of 35 campuses participate in this program.	Varies according to need	Low-income students who are enrolled in a program leading to an approved bilingual credential, certificate, or degree	Submit SAAC to the California Student Aid Commission. Applicant must complete necessary income forms.	Up to August 5	California Student Aid Commission, 1410 Fifth Street, Sacramento, CA 95814
Migrant Teacher Assistant Corps (Mini-Corps) from California	Varies according to need	Graduating high school students who are former migrant students or who have practical knowledge of the migrant life-style	Contact California Mini-Corps. Telephone (916) 446-4603.	Year-round Open Summer—October 20	California Mini-Corps or financial office
ESEA Title VII Training Programs	Varies according to institutions	Students who are enrolled in a program leading to a bilingual teaching credential or certificate	Contact Title VII coordinator at college that has a Title VII program.	Year-round Open	Title VII coordinator at college with program

Glossary

Certain key words and technical terms used in this resource guide are defined here to help users of the guide.

Aide (paraprofessional). A noncertificated person who assists the teacher in performing either instructional or noninstructional functions. The aide may be a paid worker or a volunteer. (*Education Code* Section 52162)

Assist with instruction. To help reinforce the learning process. The teacher introduces and outlines lesson concepts, and the aide "assists with instruction" by reinforcing learning through teacher-directed follow-up activities that provide guided and/or independent practice. The aide is not responsible for planning, delivering, or evaluating instruction; rather, the aide is monitored and guided by the teacher in reinforcing the assigned instructional task. (*Education Code* sections 45341 through 45344)

Basic bilingual education. A system of instruction which builds on the language skills of the pupil and which consists of, but is not limited to, the following:

1. A structured English development component with daily instruction leading to the acquisition of English language proficiency, including English reading and writing skills.
2. A structured primary language component with daily basic skills instruction in the primary language for the purpose of sustaining achievement in basic subject areas until the transfer to English is made. (*Education Code* Section 52163[a])

Basic skills. Language arts, including, but not limited to, reading and writing, and mathematics. At the secondary level basic skills also include nonelective content courses required for graduation. (*Education Code* Section 52163[e], [d])

Bilingual education. The use of two languages for the purposes of academic instruction consisting of an organized curriculum which includes at a minimum: (1) primary language (L_1) development; (2) English (L_2) acquisition; and (3) subject matter instruction through L_1 and L_2. Bilingual education programs assist Limited-English-proficient (LEP) students in acquiring literacy both in English and L_1 to a level where they can succeed in an English-only classroom.

Bilingual-bicultural education. A system of instruction that uses two languages, one of which is English, as a means of instruction. The instruction builds on and expands the existing language skills of each participating student and helps the student to achieve competency in both languages. The instruction provided has the following major components:

1. Daily instruction in English language development that includes listening and speaking skills and reading and writing skills (Formal

instruction in reading and writing of English are introduced when appropriate criteria are met.)
2. Language development in the student's primary language, including oral and literacy skills
3. Reading in the student's primary language
4. Selected subjects taught in the student's primary language
5. Development of an understanding of the history and culture of California and the United States, as well as an understanding of customs and values of the cultures associated with the languages being taught (*Education Code* Section 52163[b])

Bilingual credential and certificate. Authorizations issued by the Commission for Teacher Credentialing to provide instructional services to limited-English-proficient students as specified in the credential. Bilingual credentials and certificates currently available are (1) bilingual-crosscultural specialist credential; (2) standard credential with bilingual emphasis; (3) emergency credential; and (4) bilingual-crosscultural certificate of competence.

Bilingual-crosscultural teacher. A person who possesses (1) a valid regular California teaching credential; and (2) either a bilingual-crosscultural certificate of competence or other credential in bilingual education authorized by the Commission for Teacher Credentialing or a bilingual-crosscultural specialist credential. (*Education Code* Section 52163[h])

Bilingual-crosscultural teacher aide. An aide who is fluent and literate in both English and the primary language of the limited-English-proficient (LEP) students in a bilingual-bicultural program. District-adopted criteria for bilingual-crosscultural teacher aides ensure that aides so designated are able to speak, understand, read, and write English and the primary language of LEP students and are familiar with the cultural heritage of those students. (*Education Code* Section 52162)

Clerical and monitorial duties. Classroom tasks such as collecting milk money, running dittos, laminating, putting up bulletin boards, cleaning up after art activities, setting up activity centers, and so forth. (Barba, 1973)

Diagnostic assessment. Initial and ongoing diagnostic assessments of students to determine their relative language proficiency in English and the primary language. Identified LEP students must be assessed in comprehension, speaking, reading, and writing skills, to the extent instruments are available in the primary language. Results of diagnostic assessments are to be used to determine the extent and sequence in which English and the primary language will be used in basic skills instruction. (*Education Code* Section 52164.1[c])

English-only student. A student whose primary language is English. The primary language is to be considered English only if all of the responses on the Home Language Survey are English. (*California Administrative Code,* Title 5, Education, Section 4305)

Fluent-English-proficient (FEP) student. A student whose primary language is other than English and whose English proficiency is comparable to that of the majority of students of the same age or grade whose primary language is English. The FEP category does not include English-only pupils. Included in the FEP category are students previously classified as limited-English speaking or non-English speaking. (*Education Code* Section 52164)

Language development specialist. A person who (1) holds a valid regular California teaching credential; (2) has been formally trained and is competent in the field of English language learning, including second-language acquisition and development, structure of modern English, and basic principles of linguistics; and (3) has been assessed for knowledge of bilingual methodologies and awareness of the cultural background of LEP students. (*Education Code* Section 44253.5)

Limited-English-proficient (LEP) student. A student whose primary language is other than English. These pupils do not demonstrate clearly developed English language skills of comprehension, speaking, reading, and writing necessary to receive instruction only in English at a level substantially equivalent to students of the same age or grade whose primary language is English. (*Education Code* Section 52164)

Primary language (L_1). The language identified in the Home Language Survey as the language the student first learned, the language used by the student most frequently at home, the language spoken most frequently by the parents with the student, or the language most often spoken by the adults at home. (R-30 Language Census)

Reclassification criteria. Criteria and procedures that are used to determine when LEP students have developed the English language skills necessary to succeed in an English-only classroom. Reclassification does not require that a student be removed from a bilingual program but rather finds that the student may be classified as fluent English proficient. Criteria for reclassification must include: teacher evaluation of English language proficiency, including mastery of English language curriculum; assessment of English oral proficiency; parental opinion and consultation; English writing skills; and objective assessment of reading, language arts, and mathematics. (*Education Code* Section 52164.6; *California Administrative Code* Section 4306)

Teaming (team teaching). The working relationship between teacher and aide as they share daily classroom activities. The teacher in the teacher/aide "team" is the instructional leader and supervisor of the aide. Team teaching also may apply to situations where two or more teachers or aides work together. The teacher and aide schedule time each day to plan together the instructional program, exchange groups of children for instruction, and discuss and assess each other's teaching strengths. (*Dictionary of Education,* 1973)

Waiver, teacher. To postpone or dispense with the bilingual credential requirements for teachers when certified bilingual teachers are required for Assembly Bill 507 program options (a), (b), (c), or (f) when no such teachers are available. School districts may hire nonbilingually credentialed teachers, provided the teachers (1) are enrolled and participating in a program leading to a bilingual credential or a certificate of competence; and (2) work with the assistance of bilingual-crosscultural aides. (*Education Code* Section 52178)

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